DOCUMENT RESUME

ED 074 029 SP 006 141

AUTHOR Huddle, Donald D.
TITLE Supervision of Student Teachers: A New Concept.
NOTE 27p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Curriculum Development; Educational Innovation; Inservice Education; School Community Cooperation; *Student Teaching; *Supervisory Methods; *Teacher Supervision

ABSTRACT

This document describes changes in the traditional methods of supervising student teachers. These changes are based on curricular innovations in schools and universities and the reallocation of currently available resources. Major changes include the employment of a Coordinator of Education Field Experiences whose primary responsibility lies in the direction of curricular revision, the assignment of professors to spend blocks of time in the schools to act as resource personnel, the identification of a school employee who will act as a Student Teacher Instructional Leader, the development of inservice programs, and the development of a system of identifying and implementing mutual goals so that the schools and universities become a cooperative team in teacher and pupil education. (Author/MJM)

FILMED FROM BEST AVAILABLE COPY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

ED 074029

# SUPERVISION OF STUDENT TEACHERS: A NEW CONCEPT

Donald D. Huddle

Often it appears that the methods used for supervising student teachers and the weather have much in common. Much is said about both, but not much is done to change either. With modern technology making it possible to do something about the weather, perhaps it will soon be possible to do something about the methods used for supervising student teachers.

The average educator has participated in criticisms of traditional supervisory systems, but when new plans or systems are formulated, they are seldom implemented because of a lack of resources or other factors. The following article presents a description of the inadequacies of the more traditional systems, other factors relevant to the need for the development of a new system, and the description of a plan that is now being implemented at Indiana University Northwest in Gary. This plan does not call for significant additional resources, but only for a reallocation of current resources.

While there are some variations, the majority of teacher educator institutions use the traveling, itinerant, or "road runner" system in some form to supervise student teachers. In such a system a professor, usually of lower academic rank (often a student graduate assistant), is assigned to travel to visit the classrooms of the student teachers to offer criticisms. Frequently, the distance to travel or the number of students to be supervised is so great that only two or three visits can be made during the entire semester. In the traditional system a teacher who is employed by the school accepts the responsibility of acting as "critic teacher" or "cooperating teacher" for the student teacher while he is in the classroom; therefore, this regular classroom teacher is often the person who has the most to say about whether the student teacher should become a licensed teacher.

SP 006 141

For several years, many universities have recognized the inadequacies of the traditional methods of supervising student teachers. Most of these inadequacies can be grouped into two major areas which call for the development and implementation of a new concept of student teaching. The first major grouping comes under the heading of the lack of assistance for student teachers and the unwise use of professional resources. This first area is symptomatic of another, more important, grouping which comes under the indictment stating that the traditional student teaching supervisory program offers no significant opportunity as a vehicle of mutual influence upon the curricula of the school curricula or the teacher education program of the university.

## BASIC INADEQUACIES OF THE TRADITIONAL SYSTEMS

1) Lack of Assistance for Student Teachers and the Unwise Use of Professional Resources

It is sometimes stated (with more truth than we would care to admit) that the traditional program of university-based supervision makes no significant difference whatsoever on 99 per cent of the student teachers. The validity of such a statement can be checked by talking with student teachers. The large majority of students who are asked questions relative to the efficacy of the current supervisory methods often respond in very definite terms of wanting more exposure, assistance, and resources than are now available. They are also quite often negatively candid relative to the type of supervision that was received. Several factors are pertinent to the criticisms; however, most of them can be related to a lack of contact by supervisors and the availability of resources.

When discussing the lack of assistance for student teachers, it is impossible to omit a discussion of the unwise use of professional resources; it is logical that a wiser use of resources would result in greater assistance to student teachers.

The following factors are manifestations of the unwise allocation or use of professional resources. Almost all could be corrected without materially increasing expenditures.

a) Supervisors are assigned far too many student teachers in order for each student teacher to have at least some form of supervisory contact. In addition, student teachers are often widely scattered throughout a geographical area, with only one or two student teachers placed in a school. The consequences are fewer supervisor-student contacts, less time spent with student teachers, less time in supervisor-school contact, the addition of more supervisors, and the maintenance of non-productive activities, especially traveling between schools. A less obvious consequence is that the opportunities to design programs offering multiple experiences to the student teacher are reduced.

b) Student teachers are often supervised by faculty members who are not fully qualified, and it is often necessary for the university to assign professors or students as supervisors who are specialists in a particular subject area. Since approximately 50 per cent of the elementary school curriculum is devoted to the language arts curriculum, the specialist may not have the necessary qualifications in that area.

c) No criteria (or, at best, very loose criteria) exist for the selection of critic teachers, and there is a minimum amount of in-service training for them.

Because there are few criteria for selection and in-service programs for critic teachers, some student teachers of questionable performance are given satisfactory recommendations by the critic teacher.

d) There is no one person in each school who is designated to act as instructional leader, resource person, and in-service instructor for the student teachers and critic teachers in that school. A critic teacher or a curriculum specialist may be available to the student teacher, but the necessary in-service programs for them have not been developed.

Many other points relative to the lack of assistance and unwise use of resources could be listed. Most of the points which can be discussed are symptoms or facts relative to a much larger problem which follows.

2) <u>The Traditional Student Teaching Program has No Significant Direct Influence Upon the Curricula of the School or the Teacher Education Program of the University</u>

Although both the schools and the universities may state otherwise, there is little <u>direct</u> long-range mutual influence as a result of <u>any</u> program operated by either institution. If there <u>is</u> any direct mutual influence, it is usually the result of some special project which is often terminated when the special funds or individual professional interests of the instructor are depleted.

Schools and universities should and could be much more mutually influential; however, the times in recent history when the teacher education

program has been significantly altered as a result of school influence are very few. Conversely, the school's curriculum remains relatively unchanged as a result of university influence.

There are a number of reasons for the lack of mutual influence.

a) The chief reason is that neither the school nor the university has viewed the student teacher supervisory program as anything except a vehicle to help prospective teachers finish their education. Both parties have accepted a narrow definition of goals which is related only to the act of supervision; therefore, the traditional student teaching supervisory method is seen as a separate educational entity by both the school and the university. One consequence of this is that many of those involved view the student teaching program only as an administrative expediency for the university and as a "professional contribution" by the schools. Another is that neither school nor university see the relationship of the supervisory program to its overall curriculum.

b) There is very little opportunity for schools and universities to become mutually involved as a result of the operation of a traditional student teaching supervisory program. Aside from some input relative to placement of student teachers by the school principals and some evaluations by the critic teachers, the schools participate very little in the total program.

In summary, the greatest general weakness of the traditional supervisory system is its narrow definition of the program in terms of the "supervisory" act, rather than in terms of a program of mutual influence on curricula. As long as

thinking relative to student teaching is only in the realm of "supervision," and as long as the traditional systems are practiced, mutual goals and influences will not be achieved for better curricula in the school and the university.

## OTHER FACTORS RELEVANT TO THE NEED FOR A NEW SYSTEM

1) Effect of Teacher "Oversupply" on Supervisory Methods

There is much current discussion about the so-called teacher oversupply. Although there may be a "technical oversupply" in some areas, the total reduction of student teachers at almost all institutions will still not permit the efficient functioning of most traditional systems; i.e., the load for each supervisor will still be beyond the limits of effective teacher education. Therefore, the so-called "oversupply" will have little effect on the need for a new system of student teacher supervision. Not enough qualified professors are ever available for supervisory duties, and now that budgets are more austere, the problem is even greater. Administrators are more likely to reduce the number of supervisors rather than the number of student teachers per supervisor when the budget gets tight.

The situation at Indiana University Northwest was a representative example of the problems arising relative to the assignment of the student teacher supervisory load to qualified full-time faculty members. When attempting to determine what sort of a supervisory load would be equitable for each professor, it was found that national accreditation agencies have recommended that one professor, working full time, should supervise approximately 20-22 students. No doubt this sort of load would have made a more effective operation of the traditional system possible, but this type of assignment would have made an already expensive program prohibitive in cost.

It was necessary to assign professors who were qualified in elementary education areas (thereby qualified to supervise elementary education student teachers) an average of 10 student teachers per semester. For this load, each professor was given three hours of time from full-time duties of approximately 12 assigned hours each. Simple mathematics will show that each professor was supervising exactly twice as many student teachers as called for in the national standards. Another way of looking at it is that the university would have needed to double the size of its elementary education faculty just in order to keep even with the proper supervisory load for one year. Even if this had been possible, an inadequate system would only have been perpetuated until the growth crisis arose again.

In spite of the obvious problems in assigning the supervisory load, the history of most teacher education institutions has been that of perpetuating the so-called "road-runner" or itinerant, supervisory system. When it becomes obvious that no enough of the full-time professor's time can be allocated for teacher upservision, other means such as hiring part-time supervisors are used. Some institutions have begun to seriously attack the problem by doing such things as asking certain schools to accept more student teachers and/or by asking the schools to furnish one person to act in a liaison role, but the problem remains largely unresolved.

2) Competition Between Universities for the Placement of Student Teachers

All institutions wish to place their student teachers in the best school districts and with the best critic teachers. With the current development as a "buyer's market" in education, the competition between

universities for placement of their student teachers is sure to become greater. As this competition increases, the schools will become increasingly selective, and will accept what they consider the best trained student teachers. In addition, schools will be more inclined to participate with those teacher education institutions whose programs are most likely to contribute the most to their own programs.

3) Legal Responsibilities of the Schools Relative to Student Teacher Placement

In many states, there is no statute or regulation requiring schools to accept student teachers from teacher education institutions. On some occasions, certain schools have not accepted student teachers after deciding that the problems created by permitting them in the schools were too great or that the benefits derived were too few. Coupled with the added competition between universities for the placement of their student teachers, the lack of a mandatory placement statute can make acceptance of the traditional supervisory methods more difficult.

4) Accreditation Standards RElative to Traditional Supervisory Programs

As in any profession, teacher education institutions must constantly strive toward professional standards which insure that the products (students) will achieve their greatest competency. Many of the standards accepted by various institutions are formulated by the National Council for Accreditation of Teacher Education and The Association of Teacher Educators. When the teacher education institutions are evaluated for accreditation for NCATE officials, particular attention is paid to the student teaching program. Some of the most important standards deal with the following:

a) Continuity and Stability of the Program

Full accreditation is somethimes jeaopardized when it cannot be demonstrated that the student teaching program is not operated so that continuity and stability of the program is guaranteed. It is important to show that the institution has taken steps to demonstrate that the student teaching program is an integral part of the student's total program. Some institutions cannot do this because of a lack of resources or weakness of their current plan.

b) Selection and Training Procedures

Formalized selection and on-going in-service programs for critic teachers and other supervisors are considered a measure of the continuity and stability of the student teacher program. Due to the limitations of the traditional program in terms of time, funds, and lack of full-time instructional faculty members, universities sometimes cannot develop and operate all of the necessary selection and training programs.

5) Costs Relative to Returns

The traditional methods of supervision are very expensive and the expense is greater than the actual dollars spent. The added, more insidious cost, is in the lack of value received for the cost. This is not to say that supervisors are totally at fault; the best traditional system will be costly in terms of value received because of the great logistics problem, if for not other reason. This is also not to state that better supervisory programs will cost less money. Any program is going to cost actual dollars, but the best program will offer the greatest return for the dollar spent. It is possible to devise a system which will cost approximately the same dollar amount as the traditional system, therefore costing much less because of a greater return.

Summary

Historically, student teaching programs have existed primarily for the direct purpose of permitting universities to move toward the achievement of the very narrowly defined goal of assisting student teachers to obtain their degrees. Teacher education institutions and the schools have not worked together to formalize mutual goals relative to student teaching and teacher education. Doing so would mean that the student teaching supervisory program would be considered in the much broader terms of mutual influence on curriculum development by both schools and universities.

In light of the current economic conditions, schools who realize the achievement of more of their goals through a particular program are going to continue to accept student teachers from that program. The realization of these goals can be greatly enhanced by a revised system for supervising student teachers.

## PROPOSAL FOR A REVISED STUDENT TEACHING SUPERVISORY PROGRAM

The following proposal is a system which was designed for supervising student teachers in elementary education. With some modification it will be possible to use it for secondary education student teachers as well. Although the major thrust of this article is in the direction of mutual influence for curriculum development, the student teacher has not been forgotten. The implementation of the new supervisory plan will also result in a superior program for them.

At the outset, three points should be recalled. First, the greatest weakness of the traditional program is in the fact that it is not a vehicle for mutual cooperation and influence. Any new proposal must speak to this point. Second, the costs of the traditional program are too great relative to the return. Any new proposal must show how the returns (for both the schools and the university) can be increased without adding materially to the costs. Third, all major weaknesses of traditional programs must be removed and replaced with strengths.

1) Objective

The objective is to develop a student teaching supervisory system which will alter the concept of student teaching supervision so that it will be viewed as a vehicle through which the schools and the university will actively cooperate in the planning and implementation of a joint school and teacher education program of mutual influence and benefit.

2) Basic Elements

In order to achieve the objective of altering the concept of the student teaching program, the implementation of the following basic elements are necessary.

a) Reallocation of Resources

b) Identification of Mutual Goals and Selection Criteria

c) Development of In-Service Programs

d) Reassignment of Student Teachers

e) Completion of a Pilot Program

f) Design and Implementation of the Evaluation Program

Reallocation of Resources.

In most traditional programs, budget items consist mainly of salaries for traveling supervisors, salaries (or honoraria) for critic or cooperating classroom teachers, and travel expenses. Most programs have budget items of salaries for critic teachers that will remain. To some extent, travel allowances will also remain as a budget item. Therefore, the chief resource which can be reallocated is that of the salaries paid to the itinerant supervisors. The following steps in reallocating the available resources are necessary.

1) A professor with a terminal degree and experience in innovative methods of student teaching supervision should be employed and given the title of Coordinator of Education Student Field Experiences. The employment of a Coordinator usually does not represent an added cost to the university, since a coordinator of itinerant supervisors is often employed anyway. It is important to note that he should not be given the responsibility of actually supervising any student teachers. His primary responsibility should be designated as that of expeditor of the final development and implementation of the new plan. It is also important to note that (aside from a pilot program), he should be given almost a year to plan, organize and implement before all of the student teachers are placed into the new plan. Since time for development and the continuance of the traditional program are both necessary, the traditional program should continue to operate, but only on a "phase out" basis; i.e., itinerant supervision will continue on a limited basis. The actual placement of students at any school will remain the responsibility of the Coordinator during the phasing out process and in the new program. However, much of it can be handled clerically.

As a result of his involvement in the implementation of the plan, the Coordinator will also become a primary contributor on all curriculum development teams at the university. As Coordinator, he will become the main link between the university and the schools in relation to the development of mutual goals. It is crucial that both he and the school personnel view his position as one of curriculum and in-service development rather than that of a student teaching supervisor (or the coordinator of other itinerant supervisors). In order to enhance the

development of this view, it is essential that the public school administrators in the area be involved in the initial development of the new plan along with the university faculty.

One of the outgrowths of this early involvement at Indiana University Northwest was an agreement that the newly employed coordinator of Education Student Field Experiences would be jointly responsible to the university and the schools relative to the further design and implementation of the student teaching program. In order to establish this concept of joint responsibility, an advisory board of university and school personnel was formed for the purpose of joint endeavors in overall curriculum development as well as in the implementation of the student teaching program. So that the joint university-school concept of cooperation could be emphasized, a number of public school administrators were asked to participate in the recruiting process to obtain the Coordinator of Education Student Field Experiences. In the case of the development of a new plan which will change a concept, involvement is even more crucial than usual since such a change requires a greater change in attitude than for the acceptance of a mere administrative change.

A secondary responsibility of the Coordinator should be to act as the coordinating agent between the schools and the university in relation to all field experiences. This responsibility is important for the purposes of establishing systematic procedures so that certain schools do not become inundated with requests from different professors for placement of students involved in class assignments or projects. In addition, the responsibility for all university-school contacts relative

to field experiences is very compatible with the idea that the role of the Coordinator is one of curriculum developer and not that of field supervisor.

2) Regular full-time professors with terminal degrees should be assigned blocks of time to be spent as resource personnel in the schools in which student teachers are placed. These can be the same professors who formerly have been assigned as itinerant supervisors. The basic difference in the concept of the use of these professors is that they will become true resource personnel instead of supervisors and evaluators of student teachers. They should be available at the call and discretion of the student teacher or critic teacher, but should not have a regular assignment in any classroom. The Coordinator of Education Student Field Experiences should be developing programs which will teach the student and critic teachers how to best use the resource professors; i.e., the professors may not have a regular schedule of classroom visits, but they will be very busy.

When the new program has been fully implemented, it should also be possible for the professors to offer resource assistance to the regular classroom teachers in the school who are not assigned student teachers. (Again, the resource professors would be used at the discretion of the user.)

Some of the resource assistance should be in the form of demonstration teaching, introduction and application of new materials, along with special assistance in educational diagnosis and programming for pupils. The resource professor may also provide some evaluations of student teachers but only at the request of the student and critic teachers.

Several professors may be assigned to one school at one time, or they may be assigned on a rotating basis depending on the design of the professional resource program for that particular school. The amount of time spent in the schools by each professors will vary from 25 to 50 per cent of his regularly agreed upon duties. Obviously, the more time that can be spent in a given school, the greater the opportunity for mutual influence and benefit. If the regular assignment consists of the equivalent of 12 hours weekly, the professor will usually spend 25 per cent, or three hours, weekly. However, the weekly assignment of 12 hours is based on the assumption that an equal amount of preparation time is necessary. Inasmuch as the professor will ordinarily use less preparation time in the role of resource professor, it appears equitable to ask them to spend at least five clock hours weekly in the schools. If this time is spent in one "block," the travel will be minimal and the possibilities for resource help will be greater.

3) Each school in which student teachers will be placed should identify one person who will act as the Student Teacher Instructional Leader. As previously stated, the schools have little opportunity to influence university curricula as a result of the student teacher supervisory program. This fact is not surprising since no vehicle has been designed to encourage such influence. The resources of the university and the school have not been arranged so that a "bridge" between the two can exist at the necessary places in the two systems.

With the addition of a Coordinator of Education Student Field Experiences (whose primary responsibility is curriculum development), the university will have established one-half of the "bridge" or vehicle, which will promote mutual influence. It will then remain for each school to identify a person who will be the school's counterpart of the university coordinator.

The Instructional Leader will be responsible for acting as a resource person for the student teachers, and he will participate in the evaluation process of them. He will have a joint responsibility to the school and the university. The effective functioning of the position will help in overcoming a basic weakness of the traditional supervisory system which is the absence of a resource person who is immediately available every day. Another primary responsibility of the Instructional Leader will include participating with school and university faculties in the development of mutual goals, criteria for critic teacher selection, and in-service programs.

The person who should be designated as Student Teacher Instructional Leader in most schools is the principal. (Although the principal should be designated as Instructional Leader in many schools, assistant principal. curriculum coordinators, or other instructional administrators can function in the role. Any non-teaching faculty member may be used as long as he has sufficient time, training, and position to effectively participate in a plan of mutual influence). They are the best choices for the Instructional Leaders for a variety of reasons. First, they have no classroom teaching responsibilities. This fact is important

because they must be available to offer resources assistance to a number of teachers throughout the day. Second, the modern administrator should be the person in the school with the best preparation and experience in curriculum development. Finally, and most important, most principals and instructional administrators really want to be instructional leaders to their teachers and are acutely aware that they have been forced away from such a role. A major criticism of administrators in the schools is that they have not been truly instructional leaders (resource personnel) but have become counters of milk money or computers of the average daily attendance. They are aware that the duties they now perform are increasingly business management functions which could be done just as well by staff members with much less training. The development of administrators into Student Teacher Instructional Leaders will help the student teacher, but it will also encourage the return of administrators to the role of Instructional Leader for his school, since these resource personnel will be available to all the teachers in the school under the new plan.

In order to build a system in which the Instructional Leader is tied more closely to the university, he should be made a part-time member of the university faculty and be paid a nominal sum by the university. This action encourages a closer tie to the university, and encourages him to participate in other university activities. An acceptable sum has been found to be $50.00 per student per semester. The Instructional Leader can earn up to $500.00 per semester. This remuneration does not represent an added cost to the university since it would have been used to hire extra itinerant supervisors under the traditional system.

To date, the principals who have been involved with Indiana University Northwest in the new program have experienced no difficulty whatsoever in being jointly responsible to their schools and to the university relative to the student teaching program. All have expressed enthusiasm for the program, and they all look forward to their opportunity to offer assistance in the on-going development of the teacher education program of the university.

The assignment of an administrator as Instructional Leader may cause an immediate reaction that he is already overworked and has no time for such duties. In the school districts generally served by Indiana University Northwest, principals and superintendents alike felt that the concept was important enough that the principal or instructional administration should make time for it (even if some of the clerical duties had to be assigned elsewhere). Many expressed the feeling that their boards of trustees would gladly embrace the concept as defensible and welcome in the community in relation to the administrator's role and image.

The resources chart illustrates the reallocation of resources which permits the implementation of the new plan without materially increasing the costs.

---

PLACE CHART ABOUT HERE

---

Identification of Mutual Goals and Selection Criteria. The chronology of several factors cannot be ordered in any specific fashion because most of them will be implemented concurrently. However, for purposes of discussion in this article, they will be separated.

An analysis of the relationships between schools and universities has shown that there is little communication relative to the development of mutual goals. One major reason for this is that no system exists which encourages the joint development of mutual goals on an on-going basis. Regardless of the reason for the lack, it is obvious that it should not continue. If no effort is made to develop specific goals, the strong implication is that mutual goals are not feasible or possible. To accept this implication is to say that there is, after all, no relationship between the educational programs of the schools and the universities.

If mutual goals are to be developed, a vehicle must be developed which will encourage this development. The most appropriate vehicle is the student teacher supervisory program. In addition to the designation of a Coordinator and Instructional Leader, joint university-school faculty committees must be organized at an early stage. As in many educational endeavors there is more mystique than necessary surrounding the procedure for identifying the mutual goals. If the best professionals of the schools and universities cannot write their goals in an understandable, attainable, and measureable fashion within an agreed upon value system, then they should not be in the profession. (In fact, if the goals cannot be written according to the above criteria, no profession exists.) The committees can begin by defining, precisely, what the beginning teacher should be able to deliver. The baseline criteria

for this are descriptions of exactly what each pupil at a given point is supposed to have attained. Once the greatest amount of specificity has been established for those criteria, the next steps will be to define the educational expectation for each teaching act at each level.

The immediate response to this proposal for developing mutual goals is apt to be that it is much easier said than done. (So is sleeping and breathing, but these are accomplished because of necessity.) Such a statement has been used to long to excuse a lack of effort. Of course, different systems may have different orientations. However, most of them will be hard put to defend an orientation which does not have a strong flavor of the philosophy of accountability. This being the case, the development of mutual goals is more easily within reach. It must also be understood that the work of faculty committees relative to goal identification and implementation is an on-going process. Indeed, the initial work may take two or more years, but even this is a short time relative to the time that has elapsed without any specific definition and implementation of mutual goals.

An essential corollary is the development of criteria for the initial selection of critic, or cooperating, teachers. Since these teachers will have major responsibilities in the education of future teachers, they should be carefully chosen. Clear cut selection criteria are not developed in many universities and no systematic evaluation system exists. The disadvantages of a lack of valid selection criteria and evaluation procedures are too obvious to enumerate. It is also obvious that a selection system must include methods of determining other qualities in addition to the substantive expertise which make her a "master teacher;" e.g., the critic teacher should be committed to the goals (both cognitive and affective) which have been developed and their implementation.

No one expects that all critic teachers will meet all the selection criteria until the program is fully developed. However, the initial selection should still be done as carefully as possible. In-service programs can prepare them further.

A word should be spoken about the educational professionals who would attack the effort to develop goals and criteria on the basis of a lack of validity. Their usual comments are to the effect that (a) the validity of goals and criteria are extremely difficult to establish, and (b) schools and universities should not attempt to build programs around any goals and criteria until their complete validity has been established.

Of course the validity may be difficult to establish. However, there is enough evidence to begin the process, and part of the benefits of working together to establish valid goals and criteria will be achieved in the on-going joint effort to do so.

Development of In-Service Program. The success of this proposal hinges on the development and implementation of in-service programs. In many programs, good ideas are often not successfully implemented because the necessary in-service programs are inadequate or non-existent. When a major change in concept such as that involved in this proposal is desired, sound in-service programs are all the more essential. These programs must be designed for university faculty members, Student Teacher Instructional Leaders, critic teachers, regular classroom teachers, and school administrators. In view of the fact that a big change in attitudes is necessary relative to the objective of the new program, the initial in-service programs must be strongly informational in nature. Much of this informational in-service can be completed if all parties are involved in modifying and discussing the use of the program for their particular system.

In addition to increasing their substantive knowledge, the university faculty members who will be acting as resource persons for the schools must develop skills in the methods of working with student teachers and regular classroom teachers. Developing skills in working with the classroom teacher is especially important. It must be remembered that there is a delicate balance between being viewed as a generally helpful and cooperative partner and an intruder. Because of many years of cultivation of formal professor-student relationships, some individuals are going to be quite defensive about offering and receiving assistance. Some teachers may also be quite suspicious of the ability of the "Ivory Tower expert" who has come to lead them from the wilderness. By the same token, some professors may feel that the university has nothing to learn from school programs. Carefully implemented in-service programs can solve both concerns. Basic to the success of the resource professor-school teacher relationship must be the knowledge that the professor will contribute only at the request of a teacher. Also basic to the success of the relationship is the absolute necessity of the proficiency of the professor relative to the ability to offer assistance that works; nothing will kill the relationship faster than non-specific generalities about specific learning problems. Finally, a climate must be developed in which all parties accept the idea that there may be no ready answers, but all should have a willingness to work toward getting them.

The in-service programs for the school administrator who will act as the Student Teacher Instructional Leader must begin as soon as possible and be continuous. If the concept of mutual influence is to be fully implemented,

the in-service programs must include training in methods of translating school needs into suggestions for university changes and vice versa.

The necessity for continuous in-service programs for critic teachers cannot be stressed too much. Every effort must be made to help these teachers become an actual part of the teacher education system of the university. Much of the help will be in the form of assistance in methods of working with student teachers, but the critic teachers should receive much encouragement in offering curriculum suggestions relative to university programs. One chief component of all in-service programs will be the effort to get all involved parties to become knowledgeable and committed to the mutually developed goals. Another common important component will be development of skills in evaluating student teachers, curriculum, and goals. These components are particularly appropriate for the critic teacher because of his great influence on the career of the student teacher.

As in all cases, inservice (as it is spoken of here) means considerably more than a lecture by an "expert" to a learner. Its format must be appropriate for the situation. In the case of programs for critic teachers, much of the program will be carried on by the resource professors during the time spent in the school. However, a university course dealing with the supervision and evaluation of student teachers will eventually be required of all critic teachers prior to their involvement in the Indiana University Northwest student teaching program.

In the final analysis, the most effective learning from in-service programs will take place as a result of the establishment of a "climate" of mutual trust and give-and-take between professionals. This statement should

not be taken to imply that in-service programs require no structure. Quite the opposite is true, but in-service programming cannot be effective without considerable attention to the development of the aforementioned climate. It is a primary responsibility of the Coordinator of Education Student Field Experiences to develop a broad concept of in-service along with innovative and relevant programs which will encourage the continuation of such a climate.

In almost all cases, the programs will be more successful if the parties to be involved have some means of participation in the design of the programs. It is also important to stress that in-service programs will not be offered just for the sake of having an in-service program, it must be related to some aspect of the concept of mutual influence.

Reassignment of Student Teachers. In many traditional student teaching programs, some universities have identified certain schools as "centers" where several student teachers may be assigned each semester; but the majority of universities still assign one to four to a school. In this proposal, neither alternative is appropriate. The concept of assigning several student teachers to a school is compatible, but assigning students to the same school every semester is not. It is true that such a regular semester assignment may afford the opportunity to develop good programs at that particular school; however, the broader concept of establishing a vehicle of mutual influence requires that up to ten student teachers be assigned to a different participating school during each semester. In other words, in order to achieve the objective of greatest mutual influence, as many schools as possible should be involved. The use of many schools requires a greater in-service effort, but it also allows some lead time to prepare schools for the student teachers and resource professors who will be

assigned to the school during the following semester.

The assignment of groups of student teachers to different schools each semester does not preclude that particular school from having student teachers at some future date. Given the facts of large numbers of student teachers in most universities, a group of student teachers will no doubt be assigned to the same schools at ensuing intervals. (The second time around, some of the student teachers should be assigned to different critic teachers.) Just because schools do not have student teachers assigned during a semester is no reason to expect that the school will not be involved in other cooperative programs with the university. As previously mentioned, mutual involvement in the student teaching supervisory program should be the vehicle for other cooperative efforts.

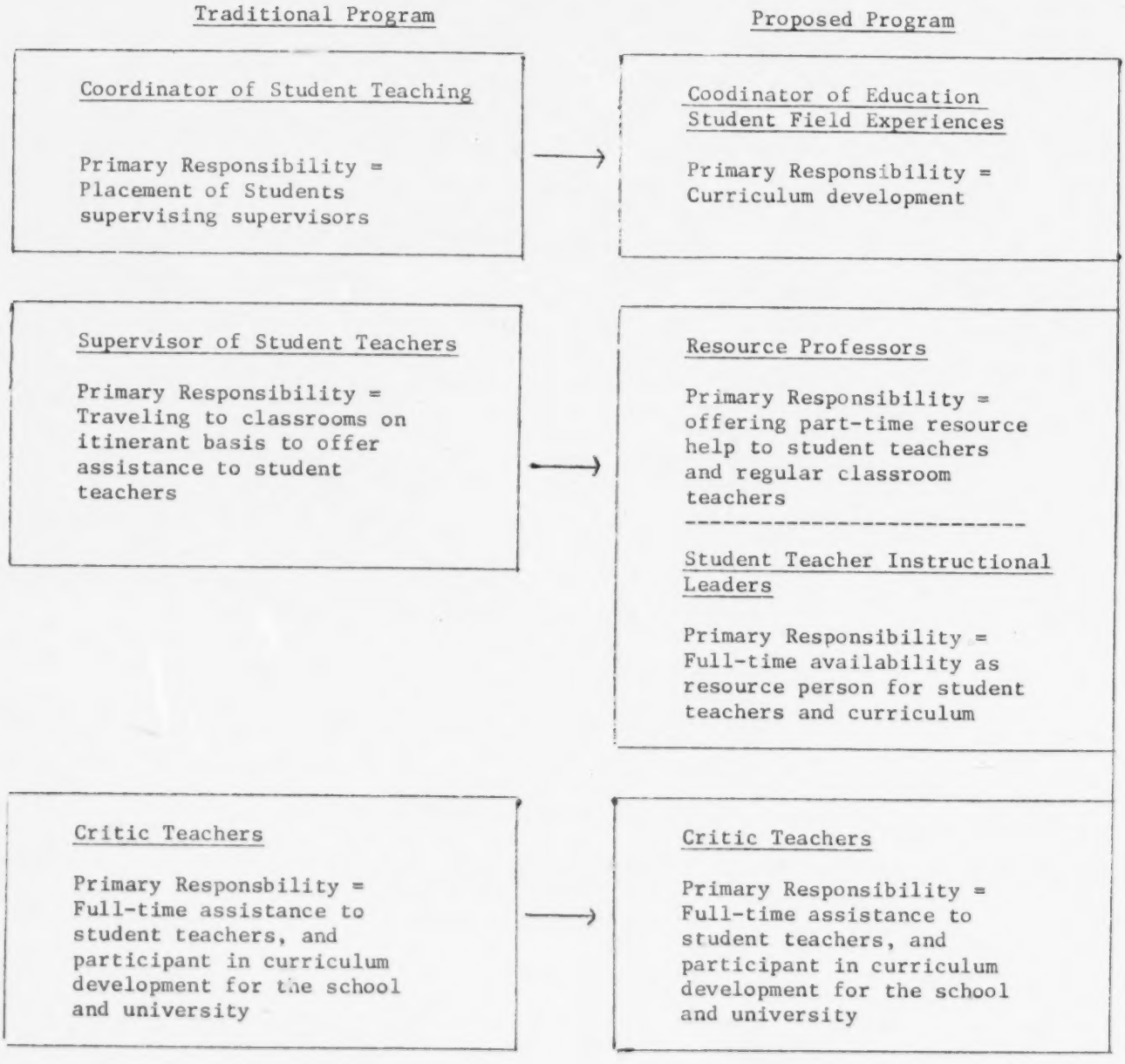
Completion of a Pilot Program. Even with the amount of initial planning that was done at Indiana University Northwest, the completion of a pilot program proved beneficial during the phasing out of the traditional program. In the semester prior to the start of implementation of the new program, four principals were identified as Student Teacher Instructional Leaders and four student teachers were assigned to each of their schools. The information gained was valuable for making some modifications of the basic plan. It also served the purpose of getting information passed throughout the geographical area relative to the new program. Although all of the necessary in-service programs cannot be completed prior to the start of the pilot program, enough can be done to test some of the major components and logistics. Choosing critic teachers and principals with know proficiency helps to offset the lack of incomplete in-service programs during the pilot program.

Design and Implementation of the Evaluation Program. From the very start, the inclusion of a specific program of evaluation should be a part of the decision to implement a new plan. The efficacy of the components as well as the overall plan should be tested. Some of the major components to be evaluated should be those described above. The overall efficacy can be tested by evaluation in terms of what instructional and curricular changes are made as a result of the new plan. In addition, comparative evaluations of student achievement can be investigated. It must be stressed that the evaluation component must be an on-going effort and must be related to the main objective of the program; namely, mutual influence.

## SUMMARY

The new plan differs in concept from most traditional plans in that one of its major objectives is to create a vehicle of mutual influence for curricular changes in schools and universities. It involves the reallocation of currently available resources to achieve this objective. Major changes include (a) the employment of a Coordinator of Education Field Experiences whose primary responsbility lies in the direction of curricular revision, (b) the assignment of professors to spend blocks of time in the schools to act as resource personnel for student and classroom teachers, (c) the identification of a school employee who will act as a Student Teacher Instructional Leader, (d) the development of broadly concerned on-going in-service programs (for all involved parties), and (e) most important, the development of a system of identifying and implementing mutual goals so that the schools and universities become a cooperative team in teacher and pupil education. Implementation of such a plan will effect the achievement of the desired results of a superior student teaching program and the benefits of mutual influence while removing the major weaknesses of the traditional programs.

REALLOCATION OF RESOURCES CHART


Traditional Program
Proposed Program
Coordinator of Student Teaching
Primary Responsibility = Placement of Students supervising supervisors
Coodinator of Education Student Field Experiences
Primary Responsibility = Curriculum development
Supervisor of Student Teachers
Primary Responsibility = Traveling to classrooms on itinerant basis to offer assistance to student teachers
Resource Professors
Primary Responsibility = offering part-time resource help to student teachers and regular classroom teachers
Student Teacher Instructional Leaders
Primary Responsibility = Full-time availability as resource person for student teachers and curriculum
Critic Teachers
Primary Responsbility = Full-time assistance to student teachers, and participant in curriculum development for the school and university
Critic Teachers
Primary Responsibility = Full-time assistance to student teachers, and participant in curriculum development for the school and university